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ABSTRACT

This Rochester, New York based educational experiment in combining school district, university, and community resources into a Center for Cooperative Action in Urban Education sponsors the following projects described: "The World of Inquiry School" dedicated to integration and self-discovery learning techniques; the urban-suburban transfer program designed to reduce racial isolation; "RISE"--a program to identify and help locate funds for needy students desiring post-secondary education; an Urban Education Major (M.A.) program at the University of Rochester; the Community Teacher Program, a preschool readiness program which involves the cooperation of a community teacher and mothers in home based instruction; "SPAN" (School Parent Advisor to the Neighborhood), a program designed to enhance school-parent cooperation; an inner-city teacher internship program; a Community Resources Council staffed by representatives from business and industry interested in advisory and planning functions; and, the Sibley's Downtown Satellite School which serves to demonstrate self-discovery teaching techniques and also enjoys the teaching services of professionals and tradesmen from the community. [Eight photographic illustrations have been deleted from the document as they will not reproduce. Not available in hard copy due to size of print in original document.] (KG)

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Project *UNIQUE

by

William C. Young
and Staff

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The current concept of "social responsibility" ... is in danger of becoming synonymous with a businessman's "bucket brigade", hastily organized to damp out ghetto fires. Yet, if we have learned anything these past months, it is that our commitments cannot be confined within such narrow limits. We must concern ourselves with the many problems affecting society.

Thus, today's business manager is being thrust into a new role. He must become a socio-economic leader, concerned not merely with his own enterprise but with the environment in which it operates and with the interaction between them. We have come a long way since the day John D. Rockefeller, Sr. agreed to say a few words for the newsreel cameras and declared "God Bless Standard Oil".

Robert W. Sarnoff

Robert W. Sarnoff
President, Radio Corporation of America

Herman R. Goldberg
Superintendent of Schools

FOREWORD

As Project UNIQUE approaches its third year of operation, it is already showing its value as an important laboratory for testing promising innovations for possible future use by all schools in the city school district. Revitalization is a constant, necessary procedure for any school system conscientiously concerned with the best possible education for all students. Too often there is a gap between what we want to do and what we can do. Lack of space, time, staff and funds are the cold winds of practicality that relegate most innovative programs to a "sometime" status. The warm breezes of innovation stemming from Project Unique are refreshing the educational air.

Increased state and federal aid to education; metropolitan awareness and desire for involvement; perceptive universities; a city school district totally committed to continuous upgrading of its methods and results; these elements were combined to form the Center for Cooperative Action in Urban Education. Its pioneering efforts clearly demonstrate the value of uniting community resources to examine all facets of education and to propose fresh and different ways of approaching the issues.

This welcome help to schools, to neighborhoods, to parents, and to the community at large is apart from, yet a part of, the school system. It has initiated a series of activities so broad in nature that they cut

across all major divisions and departments. While the programs are innovative in nature, no attempt has been made to create a hurricane of change. It has been recognized throughout that new programs need not - indeed, must not - erode basic and long-held truths in educational development which are so vital to the continued improvement of our schools and the learning ability of our pupils.

Changes in a school system that bring new ways of doing things are not prudent changes unless they can be related to the total educational program. There must now be a time of watching and appraising. We believe that innovative programs on the cutting edge of education need to be proven to be effective. We must study special programs to determine which fit into the pattern that will point toward genuine, long-lasting improvement in our school system. A special tribute is due the Center staff for its long, productive hours of planning and action, its skilled melding of sometimes divergent opinions into the most promising possibilities, and its effective introduction of innovative programs.

William C. Young
Director, Project UNIQUE

INTRODUCTION

"Rochester is proving that children of diverse backgrounds and intellectual abilities can learn better in an environment which places maximum emphasis on individual inquiry and discovery...

The World of Inquiry School came about because some years ago there was opportunity for imaginative and constructive planning. For almost two years this interim experimental school has been proving that quality, integrated education really works.

Now we are faced with the responsibility of seeing that these advantages are extended to more children, both in other schools and through a permanent World of Inquiry School."

Those were the opening paragraphs of a report to the Board of Education for the Rochester city school district at an executive session which was held on Thursday, May 1, 1969. The report was written by a committee composed of parents of pupils in the World of Inquiry School and members of the administrative staff of Project UNIQUE.

Charles Frazier, Lloyd Hurst, Carolyn Micklem, Rolf Zerges, Clement Hapeman and Lawrence Klepper were the parents who were primarily responsible for the movement to develop plans to insure continuance of

Project UNIQUE when federal funds are no longer guaranteed. At the invitation of the parents several members of the Center's administrative staff attended the preliminary meetings which were held during March and April.

Early exploratory discussions revealed unanimous support for continuation of Project UNIQUE and most of its components, including creation of a permanent World of Inquiry School. The group also recognized that most of the necessary funds would have to be raised from private sources. As a result, it decided to create a non-profit corporation that would plan and implement a campaign for funds.

On June 18th, at a meeting held at the World of Inquiry School, a proposal for incorporation was discussed. Dr. William Cotton, Dr. William Fullagar, Mrs. Jessie James, Miss Gloria Lopez, Dr. Andrew Virgilio, Superintendent Goldberg, and the planning committee of parents and staff members from Project UNIQUE agreed to act as first trustees for the corporation. The application was submitted to the Regents of the University of the State of New York and approval is expected.

Although the results thus far are encouraging much remains to be done, before a financial successor to Title III is found. Creation of the non-profit corporation merely means that a vehicle for fund raising is now available. How much is raised will be determined by the combined efforts of all who are interested in the future of Project UNIQUE.

Ideally, this narrative will serve as a stimulus for those who recognize the need for change in urban education and are willing to provide the finances that are needed to make Project UNIQUE a permanent part of the Rochester city school district. Corporations and public foundations have repeatedly said that they are concerned about urban problems and in some instances have subsidized programs designed to improve life in the central city. The precise limits of that concern will be tested during the next twelve months by those who seek funds for Project UNIQUE.

William C. Young

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CHAPTER I

BACKGROUND

DAYS OF UNREST

The tranquil existence that characterized life in provincial Rochester, New York was shattered in the summer of 1964, by widespread rioting in the ghetto areas of the central city. After decades of neglect angry residents vented their emotions and frustrations in an outburst of destruction without precedent in the city's history. Restoration of order required the combined efforts of law enforcement officers from Rochester, Monroe County, the State of New York, and a contingent from the National Guard.

THE WAY IT WAS

Between 1954 and 1964, the black population of Rochester rose from 7,500 to over 35,000. Some remained after making the journey North as migrant farm workers. Others came directly to the city in search of a better life. Some were successful in their search, while others found frustration and failure. The crime, though, is that those who were frustrated were invariably invisible - unnoticed by those in leadership positions in business, in industry, in politics; and only statistically noticed in education and welfare.

Throughout our recent history the American city has truly been the melting pot. It has encouraged the meshing of cultures and provided a training ground for democratic citizenship in this land of opportunity. However, over the past several decades the cities experienced a "sorting out process" that created cleavages along certain economic and social faultlines and produced very clear-cut enclaves within metropolitan boundaries. The disaffection was not with the sorting out process *per se*, but rather the result of an arrangement that permitted quality education and failure to exist within the same general geographic area.

The government at all levels lacked the knowledge and will to see or respond to the needs of its newly arrived citizens. It was too naive, too unimaginative to develop or use the leadership that was available within the group. It was insensitive and sluggish and when it did act it was often inept. This reaction represented a departure from established practice in the American city. The American city was traditionally the melting pot for immigrants who were eventually assimilated into the mainstream of American culture. The most recent arrivals, the blacks from the south, poor whites from the hills, and the Spanish speaking from Puerto Rico and the southwest, looked in vain for the melting pot that would enable them to become a part of American society. Their explosive reaction was a response to a society that had denied them opportunities that were so freely given to other immigrants.

We still need a training ground for the type of democratic citizenship this country must have if it is to alter its collision course with disaster which many, including the President's Commission on Civil Disorder, predict. Those who dedicated themselves to spreading good will, better interpersonal and intercultual understanding were the first to admit the difficulty of of achieving these goals. However, they found it repugnant to believe that one absorbed the tenets of democracy simply by being born within the confines of a democratic country, and they wanted to teach democracy in a dynamic and realistic setting. Many people espoused this new concept but did not practice it and as a result the community exploded. How could it have done otherwise when urban children were being educated in antiquated buildings located in the shadows of gleaming new office buildings, banks, and retail stores? This contrast vividly illustrated the order of priority in our affluent society. While schools, the acknowledged instruments of upward mobility, were, and still are, compelled to function with inadequate budgets the private sector was, and is, devoting its funds to private underground garages, well appointed offices, and steam heated sidewalks.

THE ACTION

Among the many responses to the rioting was a planning conference called by the Superintendent of Schools, Herman R. Goldberg who sought assistance from schools of education in our public and private colleges and universities. Unfortunately, urban educators are frequently disenchanted with the resources that are usually available in the schools of education. Mr. Goldberg was fortunate. Dr. William A. Fullagar, Dean of the School of Education, University of Rochester, assigned Dr. Dean Corrigan to work full time with the superintendent and his staff to design programs that would seek solutions to the problems which faced Rochester in the wake of the riots. Dr. Norman Kurland and his staff in the newly formed Center of Innovation, State Education Department, also participated in the initial planning.

A major step in the planning of Project UNIQUE was the creation of the Community Resources Workshop during the summer of 1966. The participants were representatives of public and parochial schools and many segments of the urban community. Large and small group sessions were organized to encourage discussion and to develop a climate conducive to the sharing of ideas and free exchange of opinion. Out of these sessions came many proposed solutions for the problems of urban education.

FEDERAL FUNDING: A NEW CONCEPT

ACTION WITH FEDERAL FUNDS

The availability of federal funds for experimentation and innovation in public schools is a fairly recent development. The Elementary and Secondary Education Act, Title III came along at an appropriate time and provided financing for experimentation and innovation. A common criticism, voiced with increasing frequency about the use of federal funds in both elementary and secondary education, is that except for a few isolated school systems nothing really "new" is being attempted.

Large sums are being expended for remedial reading teachers, tutors, educational hardware, expanded guidance services, and other forms of compensatory education, but methods of instruction remain basically unchanged, and very little is being done to change the whole educational system. The combination of a creative planning task force and a source of funds through Title III permitted a bold adventure in education - Project UNIQUE.

THE NEED FOR CHANGE

Control of the educational establishment has frequently rested in the hands of certified professional educators who contend that they know what should be done and how best to do it. In an attempt to neutralize the influence of these educators, those who initially conceived Project UNIQUE, sought assistance from new sources. They recognized the great potential contribution of business, industry, higher education, the social and cultural agencies, the civil rights groups, labor and other agencies in the community, and the planning staff reflected this conviction. Since the staff wanted to assure the continued participation and involvement of these agencies in the operation of Project UNIQUE, two components, SPAN (School Parent Adviser for the Neighborhood) and the Community Resources Council were created to insure community involvement and support.

It is interesting to note that the same educators who suggest that increased interest in education on the part of parents will improve student performance, will also volunteer to list the hazards of parent involvement through a neighborhood advisery board or any other form of parent participation. Fear of extensive community participation in public education is now reaching paranoid proportions among both administrators and teachers. Were it not for the community representatives on the planning staff, the community involvement components of Project UNIQUE probably would not have survived.

Involvement of community representatives also assured new thinking by educators. Educators invariably contend that their effectiveness is limited by inadequate resources. Inadequate financing, they say, is the only serious barrier to success in education. Although additional funds are undoubtedly needed there is little factual evidence to support the contention that increased budgets alone will solve the basic educational problems that confront most urban schools. Regrettably, little is said of the massive resistance to change that is indigenous to the educational organizational structure.

The planning staff believed that to pour federal funds into schools to continue and expand unsuccessful educational practices would be equivalent to rewarding failure with a subsidy. Lamentably, the size of the grant would very likely be closely correlated with the scope of past failure. Those schools that were getting the poorest results were in a position to demonstrate the most urgent need for federal funds. Their applications, supported by elaborate statistics and "visuals", were actually testimonials to failure, but would be interpreted by many as objective evidence of the results of past underfinancing. To grant aid to those schools could be likened to the use of a patent medicine as a substitute for major surgery. The patient may temporarily enjoy the feeling of comfort that comes from knowing that "something is being done," but the change is merely temporary. When the effects of the palliative are gone, the basic cause of illness remains. The planning staff decided to design a new type school, rather than put all of its hopes in an attempt to reclaim the old through compensatory programs of remediation.

The staff continually emphasized the need for change and the federal government recognized that need. In order to insure development of new and different techniques and practices the Elementary and Secondary Education Act set aside a sum of money through Title III for what industry usually calls "research and development." Title III grants are based on the assumption that a local district, or a consortium of local districts, needs research and development units with

enough autonomy to function independently of the bureaucracy. It is unrealistic to expect the entrenched bureaucracy to create programs that might discredit traditional practices or raise questions about their efficacy, especially if the establishment was responsible for initiating the ineffective program. Self destruction is rarely popular and seldom practiced.

The staff observed one thing that was crystal clear; children in the central cities were not learning at a level of competence satisfactory to anybody. To absolve the professional educator of the sins of failure and to attribute all the cause of failure to the children would have been unrealistic and unfair to inner city pupils. Educators know that the low achievement syndrome is a phenomenon peculiar to the central parts of our large metropolitan areas and that it is related to massive poverty, recent migration, unresponsive government, lack of sophistication in manipulation of the system, and the absence of other similar skills. Reality dictated that for the foreseeable future the ghetto would remain basically unchanged and this meant that public education had to increase its experimentation in the inner city and this experimentation would have to include new administrative organizational structures.

If change was indeed the answer to failure, then reexamination of the composition of the high failure school was in order. The committee gave strong support to integration and redistribution of children to reflect a cross section of the population. Consideration was given to a variety of administrative devices including educational parks, open enrollment, two-way busing and other organization patterns. It was decided that where integrated schools existed every effort had to be exerted to maintain racial balance. Where racial imbalance existed all available devices had to be utilized to dissolve it, but where racial imbalance could not be immediately corrected all the resources of the larger community had to be brought to bear to assure equal educational achievement, even if it meant giving a disproportionate share of the resources to those schools

that had large numbers of children with low achievement. The planning committee concluded that delay was an extravagant luxury and that comprehensive surveys and studies could no longer be substituted for results.

These convictions, the apparent commitment of the community, and the availability of funds resulted in a summer workshop and the creation of a planning staff. In July, 1966 Dr. Elliot S. Shapiro was appointed director, and a staff was employed to assist him. The staff and Dr. Shapiro accepted speaking engagements throughout the metropolitan area during the months that followed. Parent-teacher groups, faculty meetings, educational conferences, church, civic, industrial, and civil rights groups were among those with whom the planning was discussed. Opinions were solicited, both formally and informally, in an attempt to assess community knowledge, interest, and feelings. These discussions and interviews were designed to create a community atmosphere that would accept and support quality, integrated education.

The completed proposal for Project UNIQUE was presented to the U.S. Office of Education in January, 1967 and federal approval was received in May. Three components were eliminated, nine were funded, and the Center for Cooperative Action In Urban Education was created to coordinate the entire project.

Dr. Shapiro resigned on August 18, 1967 to become District Superintendent of Schools for District No. 3 in New York City. William C. Young was appointed director on September 11 and implementation of the final plan was begun, and has continued, under his leadership and direction.

CHAPTER II

THE CENTER FOR CO-OP ACTION

by

William C. Young and Raymond S. Iman

RATIONALE

The Center for Cooperative Action in Urban Education was created by people who were convinced that the ills of public education were neither inevitable nor beyond solution. They cited the need for a semi-autonomous unit that was part of the Rochester city school district, but able to chart an independent course. whose direction could be altered in accordance with the changing needs of the community. Since it would not be burdened with the task of operating and maintaining a school system, the Center would be free to explore new approaches to persistent problems. It would act as a benign irritant to the establishment and thus make resistance to change less comfortable, but not oppressively painful. The Center would help to bridge the gap between theory and practice, and establish a system of priorities that reflected the distinction between needs and wants. With its limited commitment to the past the Center could urge abandonment of unsuccessful practices with less reticence than those who were initially responsible for those practices. Viability rather than venerability would be the criterion for acceptance and retention; pragmatism would be substituted for traditionalism.

Creation of a Center would enable its staff to develop a close, personal relationship with individuals and organizations in the central city who felt estranged from the school system. Unencumbered by past misunderstanding, conflict, and hostile confrontations, the Center could request, and receive, a hearing with professionals as well as with parents and community groups. Dialogue would replace silence. Mutual trust would dilute the massive suspicion that weakened the lines of communication between professional educators and inner city residents.

The adoption of flexible employment regulations and job descriptions would enable the Center to expand the use of paraprofessionals selected from the indigenous population. New positions would do more than create jobs; the adults employed would find a vehicle for active participation in the educational process and an unprecedented opportunity to influence the goals, structure, and practices of public education.

Geographically, there are no boundaries to separate the business community from public education. The proximity of mercantile and industrial establishments to public school buildings is the rule rather than the exception in Rochester; but regrettably the close physical relationship failed to produce a working partnership. Although manufacturing in Rochester provides the city with a high concentration of technically trained personnel, this reservoir of talent was not used widely in public education. The need for diverting a portion of these skills into public education was recognized by the sponsors of the Center. They visualized the use of business and industrial employees as part of the instructional organization to reduce the classroom teacher's dependence on textbooks and other learning materials.

Through the involvement of business and industry and other community resources it was hoped that a new sense of commitment to education would develop. Financial grants to a Center engaged in educational research and innovation would enable the private sector to indicate, in a positive fashion, its acceptance of this role in the community. Philanthropic foundations that might be reluctant to contribute to the direct support of a school district could be asked to subsidize educational experimentation and innovation. The Center could combine the new fiscal resources with the relatively unused available corporate talent and establish a sound, working, productive relationship between the private and the public sector. The Title III grant from the Federal government in 1967 made it possible to test the validity of these theoretical considerations under operational conditions.

The basic philosophy for Project UNIQUE was formulated by personnel from all of its components and published in the January, 1968 newsletter. [1]

We believe that we are approaching a threshold of change in American society generally and in American education in particular. We believe that there are members in all echelons of our society who are demanding now, and will continue to demand, greater assimilation and integration of people of all racial, economic, ethnic, and educational backgrounds. We believe that this demand for integration and assimilation stems from a desire to guarantee equal educational opportunity and a fuller appreciation of the social spectrum of all America's children.

We believe that society owes to each child an unrestricted opportunity to develop his talents to the maximum; we believe that our staff, both teaching and supportive, has the responsibility to employ all of its capacity to develop the skill of the children. To this end we believe that each child must be permitted to progress at a rate as confortable for him as the limits of staff, materials and teaching aids will permit. We hope to constantly expand those limits. We also hold that freedom of the individual child to inquire into areas and questions which interest him is fundamental and should not be infringed upon, regardless of planned curricula. We are convinced that learning founded on interest is the most permanent and the most productive. Our staff will be ready to encourage and assist the inquisitive pupil and to provide ample opportunity for diversified investigations. We believe that children of various ages should be permitted extensive interaction, in order to assist each other and to learn from each other.

We believe that open discussion of racial, economic, ethnic, and educational similarities and differences is healthy and should be en-

1 Project UNIQUE Newsletter, City School District Rochester, New York, January 1968

couraged; we expect it to reveal that in the past the differences have been too strongly drawn and the similarities too often overlooked.

We believe that the task of the school must be extended to serve our disadvantaged pre-kindergarten children and their families, and to assist dropouts and high school graduates with remedial and post-secondary training.

We believe that better communication is needed between the school and the community; that someone must be available who will interpret the functions and objectives of the school and make the schools more sensitive to the needs, and more responsive to the desires, of the community.

We believe that our community has resources which can make valuable contributions to the education of all children. In many instances the ability of the children has not been developed. We wish to encourage greater interaction between the realms of business, industry, government, social services, and that of education; among their practitioners, students, and teachers; in order to lessen the gap between the world of learning and the world of work.

We believe that technology has a tremendous contribution to make to education. And we believe that if this contribution is made with sufficient care by all concerned, it will prove invaluable in permitting the increased interaction of teacher and student as individuals. We consider this interaction central to the evolution of a more humanistic society.

We believe that the attitude of the teacher is a vital component in the learning process and that his hopes and expectations for the learner directly affect pupil achievement. To this end we support pre-service and in-service training of teachers that emphasize attitudinal change.

We believe that we have the responsibility for increasing public understanding and support for quality education; that our Downtown Satellite School with its daily demonstra-

tions for the public,' contributes to greater understanding of the need for education and that it will result in greater public support for education.

We believe that our responsibility in Project UNIQUE is to show that children from different educational, cultural, racial, and ethnic backgrounds can learn effectively together. Among the pre-requisites for achieving this goal are: (1) a different administrative structure, (2) a decrease in class size, and (3) utilization of the teaching and supportive staff in a manner that is different from that which is usually found in many schools. Our major responsibility then is to show what changes in schools are needed in order to make quality integrated education a reality.

Project UNIQUE's accomplishments in trying to implement this philosophy during the past two years are encouraging if not uniformly excellent. We face the future with optimism.

CHAPTER III

THE WORLD OF INQUIRY SCHOOL

by

William C. Young, William C. Pugh
Raymond S. Iman, and Mildred Ness

THE PROBLEM:

Part of the problem with urban education is the inequality of educational opportunity brought about by artificial geographic, economic, and racial barriers. Polarization has proliferated to the point where the affluent are separated from the poor, white from black, and city from suburb. This polarization permits excellence to thrive in one part of the city while failure exists in another. One of the virtues of the small suburban town is its single, or at the most few, schools that serve the entire population, rich and poor, black and white, regardless of where they live. One can enumerate other assets, such as, modern facilities, expansive campuses, and relatively high per pupil expenditure. The existence of an integrated study body generally assures, physically at least, equal educational opportunity for all pupils.

To integrate its diverse clientele into a viable educational system requires a new *coup d'oeil* at the lock-step, inflexible, regimented curricula, and methods presently used in many urban centers.

THE OPERATION:

The World of Inquiry School is a demonstration of the geographic, ethnic, economic, racial, and academic mixture that is a virtual image of the urban microcosm. To insure maximum academic, social, and psychological achievement the World of Inquiry School operates under a unique administrative structure; a more manageable pupil-teacher ratio, an innovative utilization of teaching and supportive staff, and maximum self-determination and freedom for its pupils. It also utilizes the talents

of inspiring, though non-certified, resource persons from the community.

The school is completely non-graded and each pupil is permitted to progress at a rate comfortable for himself (which is really all that one can expect). Individualization of instruction is possible because there is a copious supply of resources both human and material.

The school draws pupils from all geographic areas - the central city, fringes of the city, and suburbs. Fifty-seven percent of the pupils are white, thirty-six percent Negro, four percent Puerto Rican, and three percent a mixture of other racial and ethnic groups. There is an equal distribution of boys and girls who range in age from three through eleven. There is a range in family income from under $3,000 to over $40,000 per year.

Pupils are grouped into "family units." The family unit is multi-aged, and thus more closely reflects a true family. To group children simply because they are the same age is artificial, and does not reflect any natural grouping. This might be a minor concern, but we are trying to martial all of the pupil's resources in a concerted effort to increase achievement in a natural setting. In this environment children help each other and are themselves helped in the process. They learn to share and to be compassionate, to help someone else to learn induces the child to review and reinforce what he already knows about the material being discussed.

The inquiry or discovery method is utilized extensively. Teachers are cautious about making group assignments. Each child follows an individual curriculum that is designed for him. This includes material as well as human resources. The child, with the help of his teacher, makes his schedule. He decides where he wants to go and how long he wants to stay. He has a chance to satisfy his curiosity.

The school is organized around the family rooms. There is a childhood unit with three and four year olds, four primary units with ages ranging from 5

through 8, four intermediate units for those 8 through 11, and a primary through intermediate unit with children 5 through 11. In addition to the family units there are interest centers in science, health, physical education, art, music, library and material resources, social studies, and industrial technology. Each center is staffed by a certified teacher who is sometimes assisted by a teacher aide and highly competent resource persons from the community. The interest center staff is available to any child who wants to spend some time in the center.

GENERAL BEHAVIORAL OBJECTIVES:

The child will demonstrate skills in:

A. Effectively using and caring for instructional resources and media.

B. Self-direction and self-discipline within a free environment.

C. Reading, writing, and arithmetic on standardized tests.

D. Knowledge, thinking, and understanding in areas and in ways specified by the teaching staff.

E. Inquiry by

defining and selecting areas of interest.

successfully completing some small tasks within these areas.

devising his own strategies for solving problems.

testing his hypotheses against reality.

experimenting and trying new approaches to reach a desired goal.

applying acquired skills to the solution of new problems, and discovering new ways to apply acquired skills.

The child will demonstrate an attitude of:

A. Interest in learning by

high attendance record.

participating in an increasing variety of experiences and content areas.

continuously progressing in skill development.

carrying on his learning activities outside

of school.

B. Love for himself by
   - accepting and freely expressing emotions in socially acceptable ways.
   - resolving and/or coping with certain frustrations and difficulties.
   - seeking help when necessary.
   - attempting tasks beyond his immediate ability but not beyond his possible reach.
   - independently selecting and rejecting experiences as part of his learning activity.

C. Love for others by
   - working with and aiding others regardless of differences.
   - meeting, seeing and interacting with persons in the community.
   - seeking information and experiences related to other cultures.
   - listening to and utilizing the ideas of others.

The teacher will enable the child to achieve the objectives by
- providing a variety of experiences and a free environment.
- diagnosing his needs and achievements and suggesting alternate activities.
- interacting positively with the child, the parents, and the community; explaining and assisting the individual to understand our program.

These general objectives are then refined and applied to specific areas.

A family room teacher is primarily responsible for basic instruction in language arts skills and number skills. He individualizes instruction and keeps records of each pupil's progress in the major subject areas. Preparation of a single lesson or assignment for use with the entire group is unlikely. Among the major innovations that are being introduced is the use of "adjunct" faculty members. These are talented, though non-certified, teachers from the community who are making a great contribution to the educational program. They are primarily used in interest areas with multi-aged and multi-ethnic groups with a wide range of ability.

The family room teacher works in a cooperative relationship with all staff members and diagnoses and prescribes for the individual needs of the pupils. He also has responsibility for individual and group pupil planning and guidance. The family room teacher also provides for parent conferences to discuss and evaluate individual pupil growth and progress. At the time of the conference other materials related to a child's work or social development are discussed with the parent. The family room teacher arranges for other specialists to be involved.

Children move freely throughout the school, from family room to interest areas and vice versa, both individually and in groups to participate in a variety of activities.

The general behavioral objectives are also applied in the interest areas.

INSTRUCTIONAL PROGRAM

Art Interest Area

The aims and objectives for the art program are:

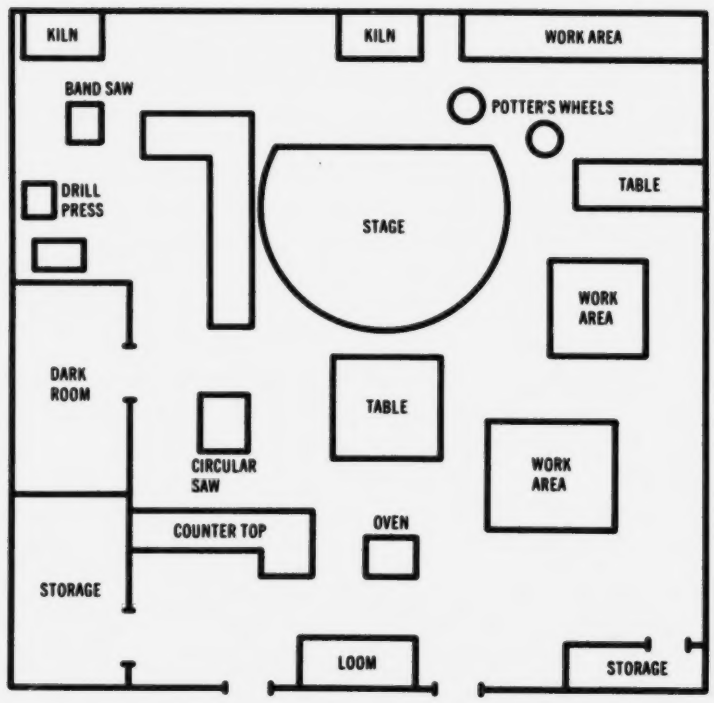
To stimulate through art an appetite for creativity as an enriching, integral part of the life of every human being.

To recognize that art on the elementary school level primarily provides opportunities for independent thinking and that the end product is only secondary.

To promote the sense of freedom with which every young child participates in art - unless stifled by the restrictive influences of adults, engendered by a lack of understanding of the child's point of view.

To encourage potentially artistic students to work in-depth in the areas of their selection.

To develop sensitive consumers of art.



ART-TECHNOLOGY ROOM-Physical Setting

Technology Interest Area

The aims and objectives for the program are:

Pupils are introduced to a variety of raw products, processes, tools, and materials. They acquire an appreciation for the skill, ingenuity, patience, and time required to produce a finished product. Pupils are given an objective media for expressing purposeful ideas and are helped to discover and to develop natural abilities.

Pupils are placed in a natural social situation through which certain character traits can be observed and developed.

Pupils are provided with worthwhile manipulative activities.

The pupils are able to work on individual projects of their own choice in any of the following areas:

1. woodworking
2. ceramics
3. metals
4. graphic arts
5. plastics
6. electricity
7. photography
8. power
9. welding

The prerequisite for individual projects is that each pupil must have a plan before attempting a project in any area of the shop.

The classroom teacher utilizes technology in order to:

1. add dimension to learning situations.
2. stimulate purposeful reading and accurate observation and encourage individual and group research.
3. add variety and interest to classwork.
4. provide an opportunity to apply principles of construction and design and to develop and encourage creativity.
5. provide additional channels to retention.

Health Interest Area

The nurse-teacher:

provides first aid if necessary in case of accident or emergency.

provides services to teachers, recognizes health problems which may affect learning, socialization, etc.

works with parents concerning children's health needs at all levels.

works with children's discussion groups, centered around their interests, inquiries, and questions concerning their health.

provides materials, books, films, etc. so to increase pupil's concern about good health and thus be better able to assume responsibility for his health needs.

Social Studies Interest Area

Pupils come on an individual basis or with a family group.

Social studies is the study of people and their interaction. It includes what is often divided into sociology, economics, geography, psychology, anthropology, government, and history. The social studies program is designed to prepare students to meet in a responsible manner the challenges of an increasingly urban and culturally diverse environment.

Since students are constantly engaged in social interaction, social learning takes place continually in all parts of the school. All family unit groups spend some time working with social studies skills and concepts.

As an interest area, individuals and groups come to explore topics and activities of particular interest. While this room serves as a base, most of the group activities take place elsewhere in the school (particularly the library and conference room), and on field trips in the community. Community resources are used extensively in an effort to be where the action is.

Social studies activities emphasize observation, organization of information, recognition of relationship, (interdependence, causality, etc.) generalization, application of generalizations, map skills, research skills, basic knowledge of concepts and facts, value clarification, appreciation of cultural diversity, and understanding of motivation of self and others. Basic concepts and skills are developed.

Science Interest Center

Youngsters come on an unscheduled basis from family rooms.

The science program involves the family room as well as the interest centers. Ideally, the family room is the place where the initial interest originates. The science interest center serves as a supplement to the learning that takes place in the family room. Units have been taught in the family room including such topics as earthworms, batteries, and bulbs, mold gardens, and kitchen physics. Since each child is equipped with his own materials, the units provide instant success for children and feedback for teachers to evaluate and coordinate the efforts of each child. The materials are a far cry

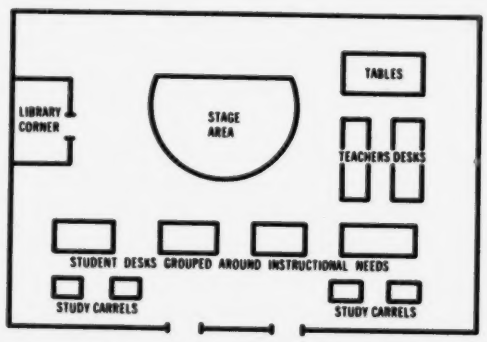
from the traditional lecture-book oriented science materials. They also function as a springboard of interest for participation in the science interest center, a resource center where children can continue their classroom experiences, delve into previous work in depth, or explore new areas using more sophisticated equipment.

The science interest center differs markedly from the ordinary science room in a traditional school. It is a non-scheduled classroom in which very few or very many children may be working at any one time and students representing the entire age spectrum may be working together. The physical plan of the center may vary from week to week depending on its utilization. At present it is broken up into several areas which include the conference center, the zoo, the physics center, and the botany-geology center.

Since children enter the science lab on a non-scheduled basis, they are free to experiment in any one of the centers, and are only limited by the materials available in the room. More generally, the role of science is less to train young children to function as scientists than to acquaint them with ways of getting information and solving problems in all subject areas.

PHYSICAL SETTING:

The physical setting for the double-size family unit is illustrated below:



The school has a Resource Associate in Intercultural Understanding. His primary function is to provide opportunity for human interaction which will improve racial attitudes on the part of whites and non-whites. He also provides opportunities for human interaction and activities which will improve the student's personal feeling and self-image. The resource associate does this by working with children directly and by working with the staff.

Positive racial attitudes are an established fact at the World of Inquiry School. In the questionnaires returned by parents no one indicated anything but positive feelings toward integration.

A few excerpts from letters from parents express this feeling: [1]

11 Year Old

"As a family group we have always been committed to integration. We like the World of Inquiry School set-up, because every youngster comes to the school on an equal basis and the school is not a home base for any particular group. Although I consider our home environment excellent for understanding of all people, I do believe the school environment played a very important part in helping my child come to her own conclusion!

10 Year Old

"Although we are in favor of integration, it was not a major reason for sending our son to this school. He had been in one of the receiving schools under the open enrollment plan, so I guess we felt he was in an integrated school. However, this is so completely different and so very much better. The friendships formed at this school are completely natural because there are no neighborhood cliques. Also the children see and know an integrated staff. My child has been involved in discussions of civil rights and ghetto problems and has learned much more

1 SUMMARY & EVALUATION - Project UNIQUE, 1968, City School District, Rochester, New York

than he would have discussing these areas with an 'all-white' group."

7 Year Old
"We feel that every school in the country should be integrated so that all our students can learn to live in a multi-racial world."

8 Year Old
"Being in for the second year, I haven't given much thought to this aspect of the school in quite some time. It seems the natural and only way."

ACCEPTANCE AND SUCCESS

All of the available evidence clearly indicates that the World of Inquiry School is one of the innovative programs that should be made a permanent part of the school system. Faculty members, aides, parents, children, and the administrative staff, all who are directly involved in the school, have expressed strong support for its continuance. This strong support is reflected in these statements by parents.[2]

"Our child has always looked forward to school. His kindergarten experience last year was very happy. He was delighted to be going to a new school and could hardly wait for the first bus trip. He has anticipated each day just as eagerly as the first and we are amazed that his enthusiasm has remained so high. He sets his alarm clock faithfully every evening and gets up each morning before the rest of us are awake. He is ready for school an hour and a half before his bus arrives. Not once have we had to urge him to prepare for school. He comes home with a detailed account of his day and has obviously learned a great many things."

"The World of Inquiry School has opened up a whole new life for our children. Instead of the usual Monday morning blues, the children get up eager for school. The one most important

2 Ibid.

overall attitude of both children is the sense of freedom they both experience and express. Another predominant attitude is the sense the children seem to have that the teachers are co-workers and people to be enjoyed, rather than the glowering authority figure which teachers had seemed to be to them before."

"In summary, I should like to say that Dan is full of the spirit of inquiry and joy in life and learning, and if the school can preserve this through grade school, his father and I shall consider this a precious thing indeed."

"My husband and I can see a big improvement in our daughter since she has been attending the School of Inquiry. Her attitude toward school is changing and she isn't as nervous as she was at the other school. We can see that she is taking an interest in school again. We are happy about the whole situation."

"The problem we had with Sally was her dislike of school. She got good grades, was liked by fellow students and teachers, yet each morning she protested going to school. When I read of the World of Inquiry School I felt this might be the answer for Sally. Perhaps there was too much regimentation and not enough stimulation in regular school. Fortunately, this proved true. Since Sally has been in the World of Inquiry School, she is very content. When I asked her if she wanted to return to No. X School, she said, 'Never, never, never!'"

"If our children's enthusiasm is any indication of their feelings about school, we can say that the World of Inquiry School is providing a happy learning environment. Last year Bobby seemed to lack motivation and enthusiam toward his first grade work. This year there appears to be much motivation and he is taking a real interest in his work."

The following is a typical statement from a teacher: [3]

3 Ibid.

"The World of Inquiry School is attempting to produce children who can control their environment. The school encourages children to make their own experiments ... It is my belief that only in this manner can people be produced who have had the experience that will enable them to deal with the world as it appears to them. Such people, I believe, will be stronger and more capable of controlling their lives ..."

These are parent evaluations of how their children feel about the school: [4]

"That's all he talks about or it would seem so. He always has something new to talk about."

"Gets up early - is always on time for his bus and has a very low absentee record this year."

"Very excited. Can hardly wait for the next day because there is always something exciting going on."

"He is not quite as enthusiastic as he was the first half, but he still shows a tremendous improvement over his attitude when he attended other schools."

"He seems to enjoy his total experience at school. He even wants to go when he is ill."

"She wouldn't miss a day and she just loves going."

"He doesn't like to tell me when he is ill or not feeling well because he does not want to remain home. And broken hearted that he will have to leave it when we move out of town. He knows when he's well off."

This unanimity is encouraging and refreshing because it manifests itself at a time when division and discord seem to be the normal responses to innovation.

The waiting list of pupils for the World of Inquiry School continues to grow and each addition can be

4 Ibid.

considered a substantive endorsement of the major goal of Project UNIQUE - quality, integrated urban-suburban education. The school's neighborhood is metropolitan Rochester, but it is located in the inner city. Externally the building is old, but internally it is new, and houses an educational program that could be the prototype for the future.

Standardized test scores reveal a spread along the entire range of achievement. Teachers also vary, some had considerable experience prior to their assignment to the World of Inquiry, others are in their first year of teaching. Within this mass of "contradictions" some new, exciting, and promising educational methods are developing.

> Responses to questionnaires mailed to parents in November revealed a high degree of pupil enthusiasm for the school program. The return on the first questionnaire was 94% and almost all of the respondents, 98%, indicated that their children go to school eagerly, each day. For 51% of the children this reflects a change from their attitude last year. A follow-up questionnaire in February was returned by 91% and the responses were essentially the same. [5]

The enthusiasm exhibited by the children both at home and at school attests to the esteem they have for the World of Inquiry School. [6]

> *"He came home from school and said, 'Y' Know, Mom, I'm really worth something? This from a child whose self-opinion was so scholastically and socially self-destructive at the end of the last school year that we had just about resigned ourselves to his being a high school dropout (if he made it that long.)"*
>
> *"My seven-year old came home in a state of wonderment. 'You know, in this school, if you don't understand they don't scream at you. They sit down and talk to you and make you understand, and you work out*

5 Ibid.
6 Ibid.

some problems, and if you still don't understand, they still don't scream and nobody ever gets embarrased!' One delightful fact that this child can't get used to is that the pressure is off. She has heard it from the teachers, but she still doesn't believe it. Last year she was afraid to make a mistake."

"Our youngster has become increasingly self-confident over the year. She looks forward to every single day of school. She has developed different relationships with a variety of adults and is more comfortable with adults."

"The program which represents a much welcomed departure from traditional education is one of the finest that we have seen anywhere. Although our son was admitted late in the school year, it wasn't long after that time that we could detect a very significant change in attitude toward school and also a welcomed change to the world and life in general."

IMPACT ON OTHER SCHOOLS

This parent quotation expresses the impact of the World of Inquiry School on other schools in the district as well as on student opinion in some of the area colleges. [7]

"Since the school has started, it was very obvious that it is a success as far as our child is concerned, as she really enjoyed school and everything that is involved with it. Also we have noticed that the other city schools are beginning to plan programs like the School of Inquiry, so that proves that it is a tremendous school. We have even been involved with students ... from nearby colleges, and they stated that the program at your school is fabulous and hope that all schools change their programs to the way your school is conducted."

7 Ibid.

PARENT INVOLVEMENT

Experimentation has not been restricted to the daily educational program. Parent involvement in the operation of the World of Inquiry School could conceivably be the model for an advisery committee that could be organized in every school district in the city. The primary concern of parents at the World of Inquiry School is quality, integrated education. Because of the diversity of its student body, parent involvement is a vital factor in the development of a feeling of belonging and in deemphasizing the tendency to consider the school as something totally removed from one's neighborhood. The World of Inquiry School has proved that references to "our school" need not be limited to schools located within the immediate area of the home. In the same way that many colleges have succeeded in obtaining strong support from alumni throughout the state and nation, on a more modest scale, the World of Inquiry School, through parent involvement and interest, has succeeded in developing a strong sense of loyalty among those whom it serves.

An indication of the positive attitudes towards the school and education on the part of children and parents is the high percentage of parents who come to the school to act as tour guides, observe classes, for special programs, and to assist in many ways. There are a number of them who just want to be "a part of the excitement of the school" and appear frequently.

PROJECTION:

Plans are now being formulated for the permanent World of Inquiry School. Part of the preparation includes expansion of the enrollment in the present school to 200. This increase will be achieved without increasing the size of the faculty. The resulting increase in class size will reduce the per pupil cost and test the feasibility of the program under more realistic conditions. Since the pupil-teacher ratio will be 20-1 in some classes and 25-1 in others successful performance will help to reduce some of the financial concern in the community.

The school has demonstrated a method for raising the level of achievement within the inner city. It has also succeeded in bridging the gap between urban and suburban, inner city and outer city. These important educational and social accomplishments can be extended only if there is a climate within the educational structure that is receptive to change and if the public is willing to provide the resources necessary for implementation.

CHAPTER IV

URBAN-SUBURBAN TRANSFER PROGRAM

by

Norman Gross

STATEMENT OF NEED:

In 1954, Brown v. Board of Education of Topeka was the trimphant climax of the campaign against segregation in public schools. The legal destruction of the myth of "separate but equal" schools proved to be merely the introduction to the problem of segregated education. Initially, public attention was primarily directed toward southern states where dual educational systems were mandated by the legislature. Prolonged litigation by state officials, generously financed by taxpayer funds, successfully delayed implementation of the court's decision and glacial speed was substituted for "deliberate speed."

Residents of northern urban centers, especially those who lived in the inner city, inspired and encouraged by the assaults against segregation in the South, began to examine the racial composition of the Northern ghetto schools. The *de facto* segregation in the schools in the central city was, in most instances, almost as complete as the segregation that resulted from the *de jure* procedure used in the South. In many instances, the educational differences between segregated inner city schools and their counterparts in the outer city proved to be even more glaring than those encountered in states with a dual educational structure.

Pupil achievement, teacher turnover, physical facilities, and quality of faculty were some of the areas where major differences were easily and accurately identified. Bereft of political power, inner city residents were ill-equipped to force the power structure to improve the quality of education in the ghetto schools. Since the political process had no real meaning to residents of the ghetto - they resorted to the same vehicle used in the South - the courts. With the support of legal decisions that declared *de facto* segregation unconstitutional the

citizens demanded alterations in the traditional residence requirements that prevented children from attending schools outside their neighborhood.

If this restriction were removed a variety of devices could be used, it was argued, to reduce segregation in the public schools. Many plans were being considered in Rochester in 1964 when the massive rioting erupted. The widespread destruction had a catalytic effect that hastened implementation of some of the proposals.

The racial statistics for schools in the United States and for those in Monroe County are depressingly similar. Almost 80% of the white students in the United States attend schools that are more than 91% white and more than 54% of all Negro students attend schools that are more than 90% black.

In Monroe County (Rochester and its suburbs) more than 95% of the whites attend schools that have a Negro enrollment of less than 5% and 54% of the Negroes are enrolled in schools where more than 70% of the pupils are black. This relatively high degree of racial imbalance is difficult to defend when one examines the population density of the county. No suburb is more than 15 miles from the center of Rochester and this proximity sharply reduces the logistical problems that are frequently associated with urban-suburban transfer programs.

There is little evidence to support the theory that racial attitudes in Monroe County are basically different from those found in other areas. Despite the presence of small, isolated pockets of socially conscious citizens, the prevailing point of view seems to be to do nothing about segregated schools. The combined effect of the neighborhood school concept and established housing patterns prevents meaningful action in altering racial imbalance in either inner or outer city schools. This, in brief, was the environment that contributed directly to the creation of the Urban-Suburban Transfer program.

PHILOSOPHY:

The program is based on the conviction that neither an all white nor an all black ghetto school can provide

a realistic climate for children who are being educated for life in a pluralistic society. Unfortunately, that conclusion is accepted by a relatively small segment of the population. Affluent whites continue to move from the city to the suburbs and their places are taken by impoverished blacks and poor whites from rural areas. The effects of this mass migration were, and still are, painfully obvious. Opportunities for pluralistic experiences were sharply decreased as the population of communities became more homogenized. The input by those who sought to expand pluralism was severely diluted and in an attempt to arrest this trend, the Urban-Suburban Transfer Program was created. It was supported by those who sought to breach the barriers that separated the poor from the affluent, black from white, and city from suburb. "Separate but equal" proved in practice to be patently absurd, utterly fallacious, and grossly unequal.

Black ghetto schools are presently burdened with serious physical and educational deficiencies. They lack high quality academic performance. Teachers tend to expect less and students indicate their awareness of low expectancy by producing less.

In suburban schools the existence of racially isolated student bodies contributes to an increase in the polarization of racial groups. Segregated children are uncomfortable with members of a race with whom they have had either limited or no contact.

OBJECTIVES:

1. To implement and administer programs designed to reduce racial isolation within and outside the city school district of Rochester.

2. To improve the racial attitudes of both whites and non-whites in the sending and receiving schools.

3. To prepare sending and receiving school staffs, children, and parents for inter-school transfers.

4. To involve the non-public school in a program to reduce racial isolation.

5. To work with youth and student groups in their efforts to reduce racial isolation.

There are currently 440 city pupils in 15 suburban public and non-public schools. The term non-public includes parochial, Protestant denominational, and private non-sectarian. Within the city school district of Rochester, 1,807 pupils from 10 racialy imbalanced schools are attending schools that are outside of their neighborhood area. Although complete racial balance remains a distant goal there is no longer an all white school nor an all black school in the city school district.

In response to the criticism that only black children are transported to schools outside the neighborhoods it is important to note that one inner city school now has in excess of 200 white children from the outer city. All of them are transported to the inner city on a voluntary basis and there are more than 100 white children on the waiting list for admission to this school. The success of this program illustrates how parents and school administrators can work together effectively when they are convinced that a program has merit.

Despite the fact that the percent of participation is relatively small, there are 2,247 pupils who are now involved in the transfer program. We have a long list of blacks and a long list of whites who want to participate. If funds were available, over 3,000 pupils would be enrolled in transfer programs.

Evaluation of any program that is designed to alter racial attitudes is likely to be at least hazardous. However, there is evidence of increased interest in race relations in suburban communities. The administrator, by invitation, has spoken to thousands of teachers, parents, and students at conferences, in churches, homes, and schools.

There are many factors that contributed to the success of the Urban-Suburban Transfer program: (1) the enthusiasm of the leaders; (2) the dedication and

interest exhibited by the parents of the children; and (3) recognition of the need for extensive communication among all who are involved. Teachers, administrators, parents, and pupils in both sending and receiving schools need orientation to the program and continuous support and assistance. The physical transportation of a pupil is merely the first, and frequently the easiest, step towards complete and unqualified acceptance.

Inclusion of non-public schools in the program has served to illustrate that racial isolation is a community problem. Acceptance of this extension of the previous limits of moral responsibility by the non-public schools is encouraging. Although only 91 pupils from the inner city are presently enrolled in non-public suburban schools the departure from established practice is noteworthy.

The creation of S.U.R.E. (Student Union for Racial Equality) demonstrates the diverse methods utilized by the Urban-Suburban Transfer Program. This student group has addressed school boards, worked in concert with suburban human relations groups, provided speakers for school assemblies and youth groups, and worked cooperatively with high school and college students in the greater Rochester area.

Although the well publicized "generation gap" has frequently prevented, or inhibited, discussion between some segments of society, the Circle K Project at the State University College at Geneseo proves that productive communication can occur. The Circle K students at Geneseo decided to recruit black applicants for admission to the college in September of 1969. They extended invitations to a number of Rochester seniors who visited Geneseo for a weekend. The guests were encouraged to apply for admission and many did. As a result of this effort it is expected that the present black enrollment at this college will more than double next fall.

Initiating creative ideas and programs in the area of human relations and obtaining the necessary funds for implementation constitute an important function of this component. Suburban Title I funds were combined with Title III appropriations from the city school district to

finance the Suburban, Urban, Rural, Enrichment program. The basic objective was to reduce racial prejudice through intensive development of skills in social awareness. This was accomplished by having junior high students from all of the areas (urban, suburban, and rural) participate in a summer program at Keuka College.

Academically the students began with studies in sketching, painting, printmaking, sculpture, choral singing, and Afro-American heritage. Recreation included field trips and sports. Social awareness was simulated through discussion groups and weekly student government meetings. Many students spent their weekends in the homes of area residents. This provided another intercultural experience for farmers, teachers, businessmen, and ministers as well as students.

SUMMARY:

The statistical evidence, both in terms of numbers involved and the results, strongly supports the urban-suburban experiment. During the 1965-66 school year 30 inner city pupils were attending two suburban schools, one private and the other public. This increased to 146 pupils and four schools in 1966-67. Three new schools and 75 pupils were added in 1967-68. In September of 1968, 15 suburban schools accepted 440 inner city pupils and the projection for the 1969-70 indicates that over 600 pupils from the inner city will be enrolled in suburban schools. It is important to note that no school has dropped the program although there has been opposition in some communities.

Examination of the racial composition of many city schools reveals the same encouraging trends. In 1963-64, 495 pupils were being bused. The slight decline to 480 in 1964-65 was sharply altered the following year when 876 were granted transfers to outer city schools. This number has increased steadily and in 1969, 2,335 pupils were attending schools outside their neighborhood area and an increase of approximately 23% is projected for next year.

Impact of the program on pupil achievement was evaluated by the Department of Planning and Research for the Rochester city school district and the summary report concluded that:

1. Negro pupils achieved better when in smaller classes almost completely Negro in enrollment than when in larger classes of this same composition.

2. Negro pupils achieved better in larger classes that were integrated than when in smaller classes almost completely Negro in enrollment.

3. With the exception of one grade level, no difference was found between the achievement of those Negroes in integrated classes in an inner city school and those in several outer city schools.

4. The white children who voluntarily transferred into an inner city school and those who remained in their neighborhood school achieved at the same level during the year.

5. Within the same school, Negro pupils achieved better when in integrated classes than when in classes almost completely Negro in enrollment.

6. Negro pupils who transferred out generally did as well as pupils who remained in classes almost completely Negro in their home school.[1]

Personnel from the Brighton Central Schools, a suburban school district that accepted pupils in February, 1967, evaluated their program on several occasions. Results of the evaluations were released on August 13, 1968. The summary statement of that report concluded that the program had succeeded in producing significant improvement in pupil achievement:

1 William C. Rock et al - "AN INTERIM REPORT ON A 15-POINT PLAN TO REDUCE RACIAL ISOLATION"-Rochester City School District-pp. 28-29

"Seventy-six percent of inner city children are now scoring at the national average or above in reading as compared to 62% in 1967. Sixty-seven percent have achieved the national average in arithmetic as compared to 51% in 1967.

The composite scores include results in other areas of study in addition to the two skill subjects of reading and arithmetic. Spelling and simple language skills (usage, capitalization and punctuation) are included in the third grade tests and work study skills at the fourth grade level. Sixth grade students take a complete battery including Social Studies and Science as well as language skills, reading and vocabulary. Seventy-six percent of inner city students in 1968, as compared with 62% in 1967, attained at least the national average in composite score.

Although some of the children made little or no improvement as measured by the standardized tests, the results of the group as a whole are indeed encouraging." [2]

PROJECTION:

The Urban-Suburban Transfer program is not a statistical exercise in which children become numbers and groups become totals. Our hope is to alter the present trend toward racial polarization by reducing racial imbalance in the schools. White racism is a formidable barrier to this goal, but there are encouraging signs that this can be overcome. West Irondequoit, a suburb adjacent to Rochester, is an illustration of what can be accomplished by people who are committed to racially balanced schools.

Originally, a school was considered racially imbalanced if its enrollment was more than 50% black. Several members of the board of education in West Irondequoit discussed this criterion in an informal fashion while in attendance at an educational conference. They concluded that a school that was 99% white was just as much a victim of racial imbalance as one that was 99% black.

2 Foley, Alice L. et al - "A REPORT OF PROGRESS" - p. 21 - Brighton, New York Central Schools, August, 1968.

Herman R. Goldberg, Superintendent of Schools for the city school district of Rochester was also attending the same conference and a meeting was arranged. Preliminary discussions were encouraging and all of the participants agreed to meet in Rochester for additional exploratory talks. After careful review of the legal implications, with the advice and consent of the New York State Education Department, and the approval of the boards of education in both communities the pupil transfer was begun in September, 1965.

Although the number was modest, only 24 pupils were involved, the breakthrough was crucial. Initial reaction in the suburbs was exceedingly antagonistic. Opponents of the program made repeated allusions to the board's "secrecy." They flatly refused to discuss the merits of the proposal and elected to concentrate their attack on the "method" used.

This unwillingness to discuss the advantages and disadvantages of racial isolation for pupils in both West Irondequoit and the inner city permitted the inference that the emphasis on method was used to camouflage the racism that had surfaced. School board elections since the adoption of the plan resulted in the election of 3 members who campaigned on an anti—busing platform. This trend was partially reversed in March of 1969 when an aroused segment of the community responded to an attempt, by members of the board, to terminate the program. As a result, a strong community action and the active support of the Irondequoit Teachers Association, the motion to abolish was defeated. A majority of the board voted to permit the 74 inner city children to continue in the program and later approved a plan to add 25 new pupils in September, 1969.

Although it cannot be said that the entire community is now united in support of the urban-suburban plan there is evidence of a sharp decrease in antagonism toward the program. APT (All Parents Together) a group of inner city and suburban parents who are directly involved in the plan, deserves special recognition for its effectiveness in communication and its accomplish-

ments in the area of human relations. Expansion of this kind of activity will contribute to the ultimate elimination of racial isolation throughout metropolitan Rochester. Receptivity to change is illustrated by Brockport's decision to rename its Campus School which is now called the "Center for Innovative Education."

In restructuring the Urban-Suburban Transfer office consideration should be given to the possibility of having the office assume responsibility for human relations. The need for a human relations specialist has already been indicated by the Rochester Teachers Association and the State Education Department.

More time must be devoted to expanding the participation of non-public and parochial schools in the transfer program. There are many signs of interest, but staff assistance is needed to convert the interest into active involvement. Additional funds must be found to finance tuition and transportation costs. Acceptance of the program and its value are demonstrable facts, but implementation of plans for expansion requires increased evidence of commitment and additional funds.

CHAPTER V

RISE
by
Paul Pierce

STATEMENT OF NEED:

The Clearing House for Student Assistance was created to identify disadvantaged youth who need assistance in financing post-secondary education. As initially planned the Clearing House had a dual function: (1) locate and coordinate all local sources of funds for disadvantaged students; and (2) identify students who need funds and to assist them in their attempts to obtain the financial support that they required.

Identification of needy students proved to be a relatively simple task, but the search for funds proved to be fruitless. Despite the failure in the area of financing the component enjoyed considerable success, albeit unplanned and unanticipated, as a counseling center. During the two years of its existence the Clearing House, through the individual effort of its administrator, provided counseling service to more than 200 inner city students. This statistic indicates that there are many students who need and want help, but who are not being served by school personnel.

The availability of professional assistance does not automatically insure that it will be used. If a significant number of students and their parents elect not to use school counseling services then serious consideration should be given to the creation of outreach centers in the central city. Since the budget of the city school district is seldom beyond the crisis stage, it is unrealistic to expect that these centers can be staffed by school counselors. In addition, the existence of counselors who function outside the establishment it likely to encourage visits from youth who have received little or no assistance from school personnel.

In the process of working with the disadvantaged segments of the high school population the administrator for the component made frequent contact with personnel

in the colleges in the metropolitan Rochester area. As a result of these experiences it became evident that a comprehensive program to advance the education of inner city students could not be accomplished by the Clearing House. Although the original objectives for this component were not achieved, new needs and deficiencies were discovered and as a result a new course was charted.

RISE (The Right of an Individual to Secure an Education) came into being in response to requests from the community. A number of people who were serving in paraprofessional capacities in the public schools and with community agencies asked Project UNIQUE for assistance. The paraprofessionals realized that in order to improve their job status they would have to have additional academic training. Project UNIQUE, with its strong urban orientation, seemed to be the logical source for advice and assistance.

Although the need was obvious and the goal commendable, the barriers proved to be both formidable and complex. The families of the paraprofessionals were either wholly or partially dependent on them for support. A full time academic program was therefore impossible because most of the adults could not afford either the loss of income or the cost of education.

Since most of the applicants were Negroes, they were handicapped by a history of segregation, discrimination, and unequal job and educational opportunities. Despite these impediments, they were determined to utilize education as a vehicle for self-improvement both educationally and economically.

PROGRAM:

The administrator arranged a meeting between those who wanted help and those who were in a position to provide assistance. Representatives from area colleges were invited to meet with the adults who had originally solicited aid. This direct confrontation between college administrators and inner city adults produced some

volatile reactions from both groups. However, areas of agreement were found and understanding was gradually substituted for rancor and suspicion.

College representatives were eventually persuaded that a significant number of adults with high capability was being overlooked by their admission personnel. Paraprofessionals were encouraged, but sceptical. As a direct result of these meetings two forms of commitment emerged; one was institutional and the other was personal.

The personal commitment came from professors who agreed to teach courses for credit, but tuition-free in the inner city. In addition, several colleges agreed to waive tuition for adults who were able to do college level work. Nazareth College agreed to provide a college preparatory course for those who needed additional high school training. This proved to be exceedingly popular and led to the creation of a tutoring center at Project UNIQUE for those who were not high school graduates, but who wanted to obtain a diploma by passing the High School Equivalency Examination.

Although the RISE program has only been in existence for one year, there is ample evidence to demonstrate that there are many disadvantaged adults who need, want, and can profit from academic training. The absence of any coherent plan to meet this need makes the continuation and expansion of RISE imperative. Adults served by RISE have great potential for strengthening the community. They can improve the self-image of the family of the adult, exert a positive influence on friends and neighbors, provide an excellent source of community leadership, and increase the number of competent black adults available to employers. These goals can only be translated into reality through academic training. RISE is not concerned with basic literacy or with trade-skill education, but rather with academic training that will equip paraprofessionals for higher level positions.

RISE is presently operating in three distinct areas: (1) some adults are enrolled in college courses that are given on the college campus; (2) some professors

are teaching college courses in the inner city;(3)tutoring and counseling are provided at the Center.The combined effect of these activities is difficult to calculate, but its importance to the individuals involved is obvious. Adults who had abandoned all thought of going to college are now enrolled in college courses, and others, who had given up hope of ever earning a secondary school diploma, are now being tutored for the High School Equivalency Examination. Initially the high school program had three tutors and six students. It now has 15 tutors and 29 students.

About 200 adults have taken advantage of the counseling services. This includes formal academic and career counseling, placement in college courses, and supportive counseling.

SUMMARY:

The RISE program is based on the assumption that people and institutions can and will help those who are in need and are genuinely interested in additional education. Results to date indicate that the program has managed to raise the aspirations of many adults and to open academic doors that were previously closed to many inner city residents. These major goals were achieved by a program that functioned without funds.

PROJECTION:

Where is RISE going? What will it be like in the future? Can it, and should it, survive and expand? Can its purpose and orientation be clarified? These and other similar questions must be answered before permanent plans are formulated.

In an attempt to find answers for these questions several discussions and conferences were held. Despite the informal nature of these sessions important trends emerged. There is general agreement among students, volunteer tutors, professors, and college administrators that RISE should be continued. The steady increase in volunteers strongly indicates that this source of assistance can be expanded with a resultant increase in services to students.

Based on present commitments RISE can best be structured to provide a first year college experience. This will include whatever ancillary services are needed, e.g., remedial instruction, preparatory courses, counseling, etc. As part of this offering the program's responsibilities would involve: (1) recruiting, screening, counseling, and enrolling candidates in appropriate classes; (2) remedial tutoring and college preparatory courses in facilities that are located within the central city, and (3) first year college courses taught in the inner city by university faculty.

In addition to the volunteer faculty additional unpaid personnel can be recruited in the metropolitan Rochester area. This group of volunteers can plan an active role in recruiting, screening, and counseling as well as tutoring. Representatives from business and industry can participate by helping to underwrite costs and by identifying employees who can profit from additional academic training.

The need for the RISE program is no longer subject to conjecture. Precise dimensions of the final program will be determined by the availability of resources, both human and financial. A promising beginning has been made, but it is unreasonable to expect indefinite expansion without financial support. Many serious adults have been motivated to return to the classroom for additional education and we can ill-afford to ignore this renewed interest. If education is indeed, as many profess, a vehicle for upward mobility it is imperative that it be readily available to those who need it most.

CHAPTER VI

URBAN EDUCATION MAJOR PROGRAM

by

Charles E. Scruggs and Raymond S. Iman

IDENTIFICATION OF PROBLEM:

Currently there are many problems in Rochester's inner city schools and the Urban Education Major program represents an attempt to develop viable solutions for these problems.

1. Increase in black enrollment at all levels in both elementary and secondary schools.

2. The increase in the enrollment of black students has accentuated the problems of social class and value differences between school and students.

3. Many middle-class teachers lack the awareness, understanding, and sensitivity which would enable them to work effectively with children with different socio-economic backgrounds.

4. A consistently low-level of achievement on the part of many black children who attend public schools.

5. Black parents have become increasingly concerned over the failure of the schools to educate their children effectively.

STATEMENT OF NEED:

Within this context the following needs can be identified:

The public schools must meet the immediate educational and the long range political, economic, and social needs of black children more effectively. Immediate needs of the school include changing the attitudes of teachers,

administrators, and middle-class students to make them more aware, sensitive, and knowledgeable about the problems and needs of disadvantaged children. Since curriculum changes are central to any plan for meeting the needs of disadvantaged children, another important need is the drastic revision of the school curriculum.

A third aspect is recognition of parental needs. The needs of parents of disadvantaged children must be considered an integral part of the education of children. Meaningful parent participation and direct parent involvement in the decision making process must be incorporated in all phases of the educational program.

PHILOSOPHY:

The dominant philosophic position within this program centers on the conviction that the teacher is the crucial person in the process that produces significant educational change. It is the classroom teacher who works most directly and over the longest sustained period of time with disadvantaged children. He has the major responsibility in the development and implementation of the curriculum. Additionally, he has the direct responsibility for the continuous contact and dialogue with the parents of disadvantaged children.

PROGRAM DESIGN

The Urban Education Major is a master's degree program in Education conducted under the joint sponsorship of the Center for Cooperative Action in Urban Education and the College of Education of the University of Rochester. The program is designed to provide experienced teachers of disadvantaged pupils an opportunity to engage in graduate study that is specifically oriented toward urban schools.

OBJECTIVES:

1. To involve graduate students in examination and analysis of key issues in urban education. This objective was achieved by the majors

doing field study, taking formal course work, writing research papers, term papers, written and oral reports, preparation of film and the research and writing of a thesis.

2. To provide an opportunity for experienced teachers to examine critically their own experiences, compare them, and possibly develop new strategies for education in the inner city. This objective was achieved in the same manner as objective number 1.

3. To familiarize teachers with university, school, and community personnel and encourage them to engage in field study of a student-identified problem in urban education. This objective was operationalized by the majors setting up and planning conferences with the ad hoc committee of the University and by attending lectures in conceptual systems. The lectures were given by a professional from each of the major disciplines who explained the conceptual system indigenous to his speciality and its relationship to the daily life of inner city residents. The field experience included membership on a school building committee, visit to the Satellite school, and staff meetings with administrators from Project UNIQUE. Majors also acted as consultants to several faculties in the city school district, and met with students from Hobart College, and the State University Colleges at Geneseo and Brockport. They worked with community personnel as consultants to the Model Cities Program, and had extensive contacts with social agencies, religious institutions, and political leaders.

4. To provide the skills and experience which will enable the teacher to serve as a resource person in an urban school system. This objective was operationalized through the formal course work taken at the University by the majors, and also by the field experience

which gave them the opportunity to become knowledgeable of the community's resources and agencies.

PROCEDURES:

In order to meet the requirements of the program, each Urban Education Major spends one academic year at the University of Rochester. Approximately 1/3 of this time is devoted to courses, 1/3 is spent in inner city schools, and 1/3 is spent on a special research project that is directly concerned with the school or the school community.

The Majors plan cooperatively with the University of Rochester, the Center for Cooperative Action in Urban Education, the Rochester city school district, and the Diocesan School System in designing and carrying out their course of study, teaching experience, workshops, and other related activities.

They supplement their studies, research and experience, by attending seminars and workshops on Urban Education, visiting schools and participating in community meetings. They have direct contact with all those involved in education in the inner city; school personnel, parents, children and leaders in the community.

FINANCES:

1. Candidates receive $5,000 for the school year - September-June.

2. Tuition is paid by the Center for Cooperative Action in Urban Education.

3. Candidates receive the same fringe benefits as regularly employed teachers in the City School District.

GENERAL REQUIREMENTS:

1. At least three years' experience in an inner city school, either elementary or secondary.

2. Must meet entrance requirements for the College of Education at the University of Rochester.

3. Must have a strong commitment to inner city education.

COLLEGE OF EDUCATION OF THE UNIVERSITY OF ROCHESTER REQUIREMENTS:

1. Admission Requirements; Admission to the Master of Education degree in the Department of Educational Foundations is based on undergraduate and graduate transcipts, scores on the Miller Analogies Test or the aptitude section of the Graduate Record Examination, an interview report, and letters of recommendation from persons in colleges and school systems who are in a position to give an assessment of potential for success.

2. Program Requirements: The program of studies for the degree consists of required courses and electives based upon the student's preparation and his educational goals. The program requires a minimum of 30 semester hours of acceptable work. The time limit for completion of master's degree requirements is five years.

PROGRAM RATIONALE:

The two most important tasks that will confront the Urban Education Major upon completing the program will be to function as both a resource person and as a change agent within the local school district. To prepare the major to perform these functions, skills in hypothesizing and verifying activities will have to be developed.

To meet these expectations, the program is divided into three major areas: (1) research, (2) formal course work, and (3) field experience. These areas are subsumed under four major program activities: (a) describing

activities, (b) relating activities, (c) conceptualizing activities, and (d) testing activities. The rationale for this program then, is to combine formal course work, field experience, and research with the four stages of this model.

JUDGMENT:

On the basis of the examination of operational means and measures - courses taken and grades earned, research papers and theses undertaken, and the roster of community contacts and involvement in field experience, it is clear that the opportunities as stated in the objectives were provided and effectively utilized. The final grades for all courses, with the exception of ED 493 (master's paper) shows that the majors were successful in their course work and in the overall M. Ed. degree program. Long-range evaluation of the success of the program will, of course, be based on their actual performance and contribution to urban education after their return to public school education.

PROJECTION:

As a result of budget cuts the Urban Education Major program component of Project UNIQUE was discontinued. The University of Rochester will continue to offer an urban education major program at the graduate level and will attempt to retain as many of the features of the existing program as finances permit.

CHAPTER VII

COMMUNITY TEACHER PROGRAM

by

Sister M. James

STATEMENT OF NEED:

During the planning period that preceded creation of Project UNIQUE it soon became apparent that there was a prime need for additional early childhood educational programs. This conclusion was based on comments by inner city residents, principals and teachers in inner city schools, and personnel employed by social agencies that were in close, daily contact with the people. The programs that were in operation were unable to meet the demand for services for a number of reasons.

Some parents were unaware of the existence of nursery schools and others could not use existing services because of their location. In addition, many mothers had younger children at home and could not walk their child to school, even when it was in the immediate area. Lastly, a significant number of parents were not aware of the importance of a pre-school educational experience. These deficiencies comprised the basic rationale for the Community Teacher Program.

There was general recognition that the central city needed a program that would:

1. be available to mother and child.
2. not require transportation.
3. directly involve the mother in the learning experience.

When these needs were identified, the idea of a classroom in a home was an obvious development. The response was both enthusiastic and widespread. Mothers were eager to learn how to help their children through a planned educational program.

The importance of early childhood education has long been recognized by professional educators. It is often said that the high failure rate among children from

poverty level homes can be attributed to the fact that children are unprepared for formal education at the time they enter elementary school. Inability to meet the daily demands of the school produces an early and consistent failure pattern. School experiences tend to be more negative than positive and retardation becomes the norm.

In order to help disadvantaged children achieve a positive adjustment to the demands of the school it is essential that the children achieve reasonable readiness prior to admission. This is likely to increase the possibility of success and thus make the introduction less traumatic. Educational programs for disadvantaged children must be selective in their goals if they are to alter the existing pattern of failure. Research indicates that early childhood education may be the most important phase of a child's school experience because the root years are from infancy to age five or six. In too many instances the elementary school program is too little and too late. Prevention is less expensive and more rewarding than remediation.

We must reverse the ever increasing dropout rate among inner city pupils, eliminate their serious learning handicaps, and neutralize the factors that contribute to emotional and social imbalance. These goals can be achieved if we provide the children with early childhood educational experiences that will enable them to cope successfully with formal education. Pre-school programs are the most promising long-range solution to one of the most urgent and demanding problems of the century - the education of the urban child.

The National Advisory Commission on Civil Disorders made the following recommendations regarding early childhood education:

1. Early childhood education programs should provide comprehensive education support tailored to the needs of the child and should not simply be custodial care ...
2. ...Early childhood programs should involve parents and the home as well as the child ...
3. Since adequate facilities are scarce in many

disadvantaged communities, where schools are overcrowded, and buildings deteriorated, the programs should provide funds for special early childhood education facilities.

4. There is a need for maximum experimentation and variety. Funding should continue to support early childhood programs operated by community groups and organizations, as well as by the school system.
5. Early childhood education programs should include provisions for medical care and food, so that the educational experience can have its intended impact.

OBJECTIVES:

The Community Teacher Program is an intervention program that is designed to alter the aptitudes and attitudes of disadvantaged children and make them more receptive to learning when they enter school. It is an extension of pre-school education into inner city homes in an attempt to:

1. improve insight into the nature of cultural deprivation and its effects on behavior and learning.
2. improve the self-image of parent aides and increase parental participation in the child's learning experiences.
3. sharpen cognitive, verbal, and perceptual abilities of children who are from environments that offer limited opportunities for intellectual stimulation.
4. contribute positively to the social and emotional growth of disadvantaged children.

PROGRAM:

Certified teachers are primarily responsible for the instructional program and each is assisted by a parent aide. The program began in September, 1967 and that entire month was devoted to an intensive orientation to Rochester's central city. Tours through the inner city, visits to settlement houses, and lectures by personnel from social and anti-poverty agencies introduced

the teachers to local problems as well as available resources. In addition, films and speakers increased teacher sensitivity to both the special aspects of early childhood and the impact of deprivation on a child's social, emotional, physical, and intellectual development.

This introduction to early childhood education was steadily expanded by regular in-service meetings which were held every Monday throughout the school year. At these sessions teachers had an opportunity to exchange ideas and to discuss some of the major problems encountered in the instructional program. Teachers continue to meet one day per week and these meetings emphasize the curriculum, the multiplicity of problems that confront a family that is trying to survive in the ghetto, the relationship between teachers and parents, and the history and culture of minority groups. The in-service day is also used for home visits and conferences with agency personnel.

During the first year community teachers were assigned to 16 neighborhood school areas. The number was reduced to 13 this year. Recruitment of children began with school lists, but the transient nature of the inner city population severely limited the usefulness of that information. Settlement houses and neighborhood associations provided some leads, but the most effective device was a home visit by a community teacher.

The community teacher program is based on the conviction that parents must know what their child's education includes and must participate in it. Mothers and fathers are the first teachers in a child's life and they are primary agents in providing their children with opportunities for learning. Unfortunately, many parents are frequently too busy with more pressing concerns that are directly related to survival and that require immediate attention. The inclusion of parent aides as an integral part of the program represents an attempt to correct this deficiency.

Parent aides are the mothers or the grandmothers of the children in the program. There are presently 48 aides, one-third of whom are on welfare and they

represent a wide range of economic, educational, and occupational classes. All of them live in the inner city and attend weekly meetings to discuss teaching techniques, behavioral problems, and the educational program. The aides are at various stages of development. Many are able to assume leadership roles, others need considerable direction and support, and a few show little enthusiasm or ability. In addition to these meetings, the teachers and aides plan activities cooperatively. Frequent home visits by the teachers provide opportunities for a parent to seek professional advice on problems that might not be discussed at group meetings.

Another type meeting is one that involves a small neighborhood group of parents held in the home of an aide. The familiar surroundings and the presence of friends combine to create a friendly atmosphere that is conducive to uninhibited exchanges. Topics for discussion include children's eating habits, bedtime problems, pros and cons of television, sibling rivalry, and the perennial favorite, "fighting."

The impact of the problem on parents has been one of the most rewarding features of the program. Aides have been a valuable source of suggestions and teachers have requested more frequent meetings on a regularly scheduled basis. In an attempt to broaden the base for evaluation, taped questionnaire interviews were made with many of the aides in May, 1960.

Despite the excellent working relationship between the aides and the teachers important differences have developed. A major area of disagreement is in the general area of discipline. Parents are primarily interested in knowing how to stop undesirable behavior patterns whereas teachers are chiefly concerned with the reasons for specific behavioral reactions. Considerable discussion has been devoted to these differences in an attempt to reconcile conflicting viewpoints.

Four days of each week are devoted to the instructional program. Each teacher has eight classes per week and sees each child twice a week. A class session lasts approximately two hours and fifteen minutes. The curriculum is centered on two of the child's major

needs: (1) to be accepted; (2) to achieve. Many of the children need large doses of adult support, praise, and approval. The program attempts to produce a climate that will allow children to believe in themselves, in adults, and in learning.

Since language development is a major hurdle for children from depressed areas a considerable part of the program is devoted to vocabulary and speech. Among the approaches used is the controversial Bereiter-Englemann method. It was first used in February of 1968 and the response from teachers, parents and children was uniformly enthusiastic. Presently, it is being used by all teachers for about 30 minutes of each class session.

The instructional program is very diversified and includes physical education, music, arts and crafts, language, development of self-confidence, field trips, and special projects. Teachers have managed to establish and maintain good morale and to sustain pupil interest despite a myriad of problems. Many of the homes in which classes are held lack heat, have poor sanitation facilities, are crowded, and are likely to have rats and roaches. Despite these obstacles the program has been beneficial for both parents and children and very rewarding for teachers. A major reason for success can be attributed to the teacher's ability to design her own program and adjust the acitivities to meet the needs and interests of the children as well as the limitations of time and space.

Several large cities have been influenced by the home-teaching technique used in the Community Teacher Program. During the past year both Syracuse and Buffalo initiated very small pilot programs that resemble Rochester's. The results of the program clearly demonstrate the feasibility of home instruction for both young children and their mothers. Specifically the program contributed to:

1. an increase in knowledge and skills in the children which will equip them to meet the school situation with greater ability and flexibility.

2. an increase in knowledge and skills in the parents which will enable them to understand better the needs of young children and contribute more positively to their development.
3. an increase in knowledge and skills in the teachers which helped them to understand how young children learn, the effects of deprivation on learning and how to meet the challenge of teaching in an innovative setting.

These successes are encouraging, but much remains to be done. Communication between the community teachers and kindergarten teachers in receiving schools needs considerable improvement. Many reports on pupil progress were either misplaced, lost, or ignored. Joint meetings are planned to insure that kindergarten teachers will be informed of the strengths and weaknesses of pupils who participated in the program.

PROJECTION:

The need for early childhood education is no longer subject to question. One writer summarized the prevailing point of view when he said, "Pre-schools are nice for all children, but essential for the disadvantaged." Equal opportunity will remain a part of the conventional wisdom as long as a substantial number of children enter elementary schoools with serious learning handicaps.

Instruction in the home brings education directly to the source of many of society's problems. The community teacher program has clearly demonstrated that inner city parents are interested in education and want to help their children. There is no shortage of concern or enthusiasm, but there is a dearth of resources and personnel to do the job that needs to be done. An expanded program will enable the teachers to reach more parents and more children. The long term benefits of this instruction are incalculable. If we are to break the cycle of poverty we must insure that all children are able to take full advantage of the opportunities of public education.

CHAPTER VIII

SPAN

by

Bobby Joe Saucer

STATEMENT OF NEED:

In most metropolitan centers a comparison of outer city and suburban schools with inner city schools would reveal many differences. A major difference is likely to be the relationship between the parent and the school. Unlike schools that are largely populated by the children of middle class whites, the ghetto schools have traditionally functioned in almost complete isolation from parental influence. The parents of children in Rochester's central city were rarely seen in the school. Despite frequent announcements to parents about the "open door' policy very few ventured to accept the invitation

The strained relations between school and home produced hardened conclusions in both. School personnel insisted that poor pupil performance was a result of many factors and that a major reason was lack of parental interest. Parents contended that their children were receiving an inferior education from poor teachers and that their complaints were ignored by an administrative staff that was at best discourteous and at its worst overtly hostile. This was the environment that inspired the creation of SPAN (School-Parent Advisor to the Neighborhood). It was designed to bridge the chasm between the home and school.

Although the SPAN component was funded in May, 1967, it did not become operative until December of that year. The search for an administrator to direct the component proved to be more difficult than was originally anticipated. In addition, the administrator encountered considerable hesitation among applicants when he attempted to recruit a staff.

Initially SPAN was viewed with suspicion by inner city residents, because of its close relationship with the educational establishment. Funds for SPAN were funneled through the city school district because of the direct

connection between Project UNIQUE and the organizational structure of the schools.

Many inner city residents read the objectives for the component and reacted positively. They were impressed with the plans for dealing with the difficulties of their neighborhood schools and the educational experiences of their children. Their optimism was neutralized by the doubt that resulted from frequent and protracted disagreements with school personnel. The confrontations decreased with the passage of time because parents had lost confidence in their schools and elected to ignore them. This excerpt from the notebook of the component administrator describes the dimensions of the credibility gap:

> *"The achievements of the SPAN component, perhaps, cannot be presented in a comprehensive statistical profile or in any empirical, measured way, mainly because it is human service-oriented and out of its urgent need it has become a demand-immediate response component.*
>
> *But if by achievement one means shifts in attitudes and softening of educational structures and acceptance of educational imperatives for change, then the SPAN component has made "revolutionary" achievements. Schools and their personnel have now started to seek and listen to the community's legitimate desires, requests and demands. The community is regaining faith that school personnel have some desire to listen and thus are increasingly willing to talk (dialogue), and confront in conversation which might lead to some action.*
>
> *The SPAN component was initiated almost a half-year after the start of other components in the Center, mainly because of suspicion on the part of both the community and the schools. The schools viewed the potential advisers as spies. The community viewed the objectives as relevant, but impossible to implement within the prescribed structure, thus it saw the component as another "trick". Consequently,*

most principals reluctantly accepted the advisers or tried to find convenient impediments and difficulties. Finding community representatives to serve as SPAN advisers also presented a problem because of a community suspicion of SPAN component's chances of succeeding because of SPAN's funding arrangements."

PROGRAM:

There are 14 SPAN workers. All are residents of the inner city and each is assigned to a school that serves the neighborhood in which he or she lives. Her professional qualifications are her knowledge and understanding of the school, the residents, the agencies that serve the area, and her standing in the community. The SPAN staff members' chief responsibility is to assist, not represent, the parent who is involved in a school centered problem. The main functions of SPAN are to: (1) open lines of communication between the school and home and (2) enlist the aid of the community in behalf of children who live in economically distressed neighborhoods. Fulfillment of these responsibilities is achieved by implementation of four major objectives.

To open lines of communication between the school and the home for the benefit of the child is achieved in several ways: (1) SPAN workers interpret the problems of the family to the teacher and thus improve the teacher's understanding of the pupil's behavior in the classroom. Reciprocally, the problems of the classroom and school are explained to the parents in order to improve their understanding of the pupil's conduct and performance. SPAN workers spend about 70% of their time dealing with school-related problems and the balance of their time with family problems that, at least in terms of urgency, are of vital importance to parents. Unsolicited information from guidance counselors and school administrative personnel supports the conclusion that effective communication has increased noticeably. The daily log of each adviser provides additional substantive evidence of this increase.

Another major objective is to increase the involvement of community agencies in behalf of the child. SPAN staff members have served as liaison persons with community agencies to obtain needed services for children in their neighborhood schools. In some cases the parent advisers applied political pressure in order to obtain procedural changes, additional services, or improvement in services presently available. SPAN, as a result of close daily contact, increased the knowledge of community agencies of the needs of inner city residents. It also acted as a source of information for those who need assistance in the solution of the myriad problems that are an unavoidable part of the inner city experience.

The third objective is to give advice and encouragement to parents with problems. SPAN has sponsored small, informal parent-hosted house meetings to develop group action in the solution of neighborhood problems. A graduate student's study of this component concluded that, "Although there were varying degrees of awareness, most respondents felt that parents were more aware of their child's progress as a result of their contact with the SPAN worker ... The SPAN program is no "cure-all" for the many educational problems in the inner city, but it appears to be a positive step in building relationships between the home, school, and the community."

To improve the skills of the SPAN advisers for their personal benefit and to increase their effectiveness as advisers is the last objective. This objective was not included in the initial planning, but developed from the experiences of the advisers. In-service work sessions which are held three times a week give staff members an opportunity to discuss victories as well as defeats and to evaluate both strengths and weaknesses. These meetings enable the advisers to examine their skills, needs, and abilities and to relate these to the community in general and their neighborhood schools and parents in particular.

Resource people are frequently invited to the meetings and frequently prove to be a valuable source of information. In some instances the meetings serve as a con-

venient place for a direct confrontation between the advisers and persons who hold key positions in either an agency or the school system.

SUMMARY:

A new respectability has emerged on the part of school personnel for the educational desires and concerns of inner city residents as a result of SPAN. Parents now exhibit a willingness to communicate with school personnel both critically and in support of educational program and policy. The component administrator described one of the results of this improved communication:

> *"School personnel have seemingly been amazed to discover that inner city parents can talk and think and that they want quality education for their children. Furthermore, the SPAN advisers have convinced many school officials that inner city parents are willing to fight for quality educational opportunities for their children."*

Acceptance of SPAN by school administrators has increased as a result of its success in reducing and eliminating education barriers. Suspicion has dwindled and is being replaced by mutual trust which is leading to some cooperative effort. The magnitude of this change is demonstrated by the fact that every elementary school principal has asked for a SPAN adviser.

Social workers and school psychologists have drawn heavily on the abilities and support of SPAN because of the realization that the parent-advisers have succeeded where others have failed. SPAN advisers are welcome in homes and neighborhoods where social workers and psychologists have repeatedly been rebuffed by the residents.

The impact of SPAN has not been limited to work in the inner city. The component administrator has worked as an effective recruiter of black teachers for the city school district and teacher interns. SPAN staff members are encouraged to discuss criteria for selection of the professionals who are being recruited.

SPAN advisers have contributed to the development and design of local, state and federal programs for inner

city residents. This extensive participation at the planning level has served to improve the self-image of those involved. Instead of being the recipients of handouts they think of themselves as valuable participants with expert knowledge of the needs of their community. These achievements have encouraged other residents to raise their hopes and served to increase resident involvement in community planning.

PLANS FOR THE FUTURE:

The present relationship between SPAN and the city school district can best be described as partially dependent. In order to function with maximum efficiency SPAN must be recognized as a completely autonomous unit. This will enable the staff to establish an independent relationship with community agencies, school personnel, and inner city residents.

At present, the SPAN component represents the only successful model of community participation in the public schools. Parents are becoming increasingly active in their neighborhood schools and are participating in the education of their children. This augers well for the future of education in Rochester. Additionally, the successful efforts of residents to improve the quality of educational opportunity for their children will encourage parents to raise their personal level of aspiration.

An evaluation undertaken by SPAN advisers revealed several major deficiencies which must be corrected if SPAN is to continue as an effective force in the community.

(1) Many of the criticisms of SPAN from inner city residents can only be corrected by additional funds that will permit expansion of services.

(2) The city school district's inability to act on complaints submitted to SPAN weakens the effectiveness of the advisers.

(3) SPAN needs to be expanded so that its services are available in every neighborhood where quality education and parent participation are supported.

(4) SPAN advisers should be placed on a pay schedule

that insures regular promotions and pay increases. In addition, travel allowances should be paid to advisers.

(5) There is a need for male SPAN advisers, but the present salary is inadequate for a male who is the head of a family.

(6) Inadequate funding makes it impossible for SPAN to hire the personnel needed to cope with the many problems that are an unavoidable part of life in the inner city.

CHAPTER IX

TEACHER INTERNSHIP PROGRAM

by

William C. Young and Alean Rush

STATEMENT OF NEED:

Most educators agree that the public schools are not doing a very good job with a large number of our school children. Many pupils are performing below expectancy; many are dropping out; and many remain in school physically, though mentally and psychologically they can be classified as dropouts. Historically, the failure of the schools has been blamed on the child, his intelligence or lack of intelligence, or his deprivation that is a result of his socio-economic status. Probably not enough blame has been assigned to the schools and the personnel who run them.

There is a great deal that school personnel can do to improve the educational system. There are tasks for superintendents, principals, counselors, and teachers that directly impinge upon the learning process. Education needs superintendents who select principals who are dedicated or have the will to dedicate themselves to the betterment of the community; who identify with community institutions; and who live or spend a considerable part of their professional and free time in the community. Superintendents must be willing to evaluate principals on these criteria. Principals who do not rate high on these criteria must be removed if this level of school management is to be effective.

Principals must use similar standards to evaluate teachers. It is of crucial importance that teachers live in the community where they work. Only by having a commitment to the improvement of the entire school neighborhood can we upgrade the quality of education in a community. Usually school people have great influence in their community and this is especially true if they live in the community where they work.

The educational problem in our urban centers is both complex and unique. Geographically it is most apparent

in the central part of our cities and is specifically linked to poverty, non-assimilation, social ineptness on the part of those who reside in heavily populated areas, and the social distance between teachers and students. Lack of understanding and love and knowledge of children are the prime causes of the social gap between teachers and pupil. Part of the failure can also be attributed to the inability of inner city parents to control, or even influence the system, i.e., they are politically unsophisticated in partisan politics, as well as the politics of education, employment, organized religion, or social welfare. Despite the dimensions of the problem and with limited resources, a program was developed to attack the problem of urban education at its most vulnerable and sensitive point - the teacher in the classroom.

OBJECTIVES:

A major goal of the teacher internship program can be compared with a psychological experiment that was not directly related to teacher training, but illustrates in a dramatic fashion what the teacher internship program is all about.

A psychologist was experimenting with the relationship between visual phenomena and rational decision making. The psychologist had mirrors constructed to produce images that were distorted. He discovered that if the person whose image was being observed was a total stranger to the observer the image would be severely distorted. He also noted that if the image was being observed by a close relative or friend, the affection and concern proved to be powerful enough to overcome the artificial distortion created by the mirrors. This experiment illustrates one of the main goals of the teacher internship program; to expose the intern to the youngsters with whom he is to work in such a variety of ways that he will understand the youngsters and know them so intimately that when the intern stands before his class he sees a group of sensitive human beings, not distorted images incapable of learning.

A minimum of research reveals that most of the teachers in the high failure, low quality classrooms are either middle class or have strong middle class aspirations, objectives, attitudes, and values. Many are young women, some with both missionary zeal and missionary mentality. Unfortunately some are there mainly because they need a job while looking for a husband, or while waiting for the husband to complete his education or tour of duty in the armed services. They lack determination, and more importantly, they lack the dedication to the community in which they work. As a matter of fact, it is more than likely that they live outside the school neighborhood. Very few spend an appreciable amount of time in the community. Invariably, they do not know the parents of the children and, in many cases, think that the parents have no great ambition for their children. In the central city where the educational problem is most acute, the teacher is usually of a different ethnic background from that of the majority of the children she is teaching. Too often this prevents the child from identifying with the person with whom he spends about one-fourth of the day and this absence of a role-model undoubtedly has a deleterious effect on children.

The teacher internship program has as its objectives the inculcation of those qualities which will prepare the intern to be an effective classroom teacher with pupils who live in the inner city. Ideally, the intern brings to the program certain qualities that will dissolve some of the barriers between teacher and child. An important objective is to increase the supply of teachers by recruiting college graduates who did not, as undergraduates, prepare for a career in public education. By recruiting able college graduates and exposing them to the internship, the reservoir of effective and dedicated teachers, it is hoped, will be increased. In a few cases graduates who were trained in secondary schools were trained as elementary school teachers. Additionally, some elementary teachers were accepted and retrained to enable them to cope with the problems of the inner city.

Another objective of the program is to influence the college to re-evaluate and ideally, to redesign their teacher training programs, especially the classroom experience received by their prospective teachers. Among teachers and administrators in the inner city, there is general agreement that the present student teaching experience is inadequate in substance, duration, variety, and locale. The value of the classroom experience is closely related to the quality of instruction provided by the cooperating teacher. In addition, to come into contact with the children only under formal classroom conditions does not give the student teacher, who is planning to teach in an inner city school, enough insight to draw from the children the best that is within them, or even to believe that there is in fact something good within them.

Many colleges are reluctant, or flatly refuse, to assign teachers to an inner city school. For the few who are assigned the six or eight weeks is too limited an experience to have any real value. Admittedly, it is better preparation for urban teaching than an assignment to a suburban school, but that is small consolation. The inadequacy of the traditional student teacher experience is readily apparent when he is hired and assigned to an inner city school. For many new teachers this is a traumatic experience.

PROGRAM:

In sharp contrast to the experience of the practice teacher, an intern is assigned to an inner city school for the entire school year. He spends four days of each week in class under the supervision of a successful competent, experienced, inner city teacher. The intern's introduction to teaching is limited to observation and informal contacts with the children. He is encouraged to visit the homes of the pupils and to become acquainted with community agencies and personnel who serve the neighborhood.

Unlike the traditional student teacher the intern is introduced to instruction by working with either individual pupils or with small groups. His responsibilities are

gradually increased until he is able, in the opinion of the cooperating teacher and his supervisors, to work with the entire class. This procedure enables the teacher to develop the self-confidence that is central to success in the classroom.

Formal course work is covered during an intensive summer session and one day of each week during the school year. Ideally, the academic courses serve to reinforce classroom techniques and to provide the intern with the services of a professional resource person who can assist in the development of teaching techniques that will improve the quality of instruction. Supervision of the intern is a shared responsibility of the cooperating teacher, the school principal, and the faculty member assigned to the program by either the State University College at Brockport or its counterpart in Geneseo.

This blend of theory and practice does not insure that all interns will be successful in the classroom. However, it does insure that interns who complete the program and accept teaching positions in the inner city will have the kinds of experience that will minimize the cultural shock that too frequently weakens the effectiveness of many new teachers who are assigned to ghetto schools.

JUSTIFICATION FOR CONTINUATION:

Available evidence supports the conclusion that the program has succeeded in reducing racial imbalance among teachers in the city school district and in identifying and training creative teachers who can work effectively with inner city children. This success can be continued and expanded by providing opportunities in a program that includes:

(1) school-community involvement.
(2) creating and continuing open communication among teachers, parents, and school administrators.
(3) recruitment of non-white teacher candidates.

Students, teachers, and parents are demanding that there be a greater correlation between life and

education - specifically between the responsibilities of citizens and the educational program. If these demands are to be met new responsibilities must be assumed by those responsible for the professional preparation of teachers.

There is general acceptance of the contention that teacher education requires constant reappraisal and renewal. It is also becoming increasingly apparent that the educational system cannot be modernized without introducing drastic changes in teacher education that are based on extensive research. The professional courses required of teachers must reflect an understanding of the attitudes, and skills as well as the intellectual and behavioral climate of the society they are designed to serve.

FUTURE PLANS:

The value of the teacher internship program has been clearly demonstrated by its accomplishments during the past two years. There are now 15 teachers in the city school district who completed the program and approximately 21 of the interns presently in the program will be assigned to teaching positions by September, 1969. Fifty new interns began the program in June, 1969. This increase will permit some assignments to suburban and parochial schools.

The internship can be an important clinical experience. As he begins, the intern is putting into practice a model derived from various experiences. He will be encouraged to sharpen his analytical and evaluative skills and will receive information and suggestions from his cooperating teacher, supervisor, and other personnel. He will learn to analyze a problem and make prescriptive choices of action based on his analysis. He will carry out a treatment plan and evaluate its results. If we contend that teaching can be taught, then we can also contend that teaching, as it is now practiced in inner city schools, can be improved. This is the rationale for internship-based teacher education; a remarkable expression of the desire to improve teaching by improving teacher education.

Educators from Michigan visit Sibley's Satellite School.

CHAPTER X

COMMUNITY RESOURCES COUNCIL AND SIBLEY'S SATELLITE SCHOOL

by:
Albert Mellican

STATEMENT OF NEED:

The interest exhibited by representatives from business and industry in the planning of Project UNIQUE resulted in the creation of the Community Resources Council. There was general recognition among participants in the planning workshop that business and industry have much to offer public education and that this source of assistance needed to be developed and made available to the schools. Creation of the council clearly indicated recognition of this need.

Conversion of this conviction into a positive course of action proved to be a very demanding task. The

component administrator contacted business and industrial leaders and asked for their assistance and advice on how their company could assist in the solution of urban educational problems. A cadre of interested people was developed and specific skills identified. This initial group was repeatedly expanded and the Center now has a sizeable reservoir of talent that is available to all components. Creation of Sibley's Downtown Satellite School is a prime example of the use of community resources in public education.

PROGRAM:

Situated on the fourth floor of a downtown department store (Sibley, Lindsay & Curr Co.) a classroom known as Sibley's Downtown Satellite School has received nationwide attention. The room is spacious, has flexible furniture, and is equipped with advanced technological teaching aides including computer terminals and electronic calculators. Although the room was primarily designed for demonstration purposes, its intrinsic educational value for both children and adults has been repeatedly demonstrated. Its creation illustrates what can be done through the combined efforts of education and industry. The school enables the public to see, by means of one-way glass and closed circuit television, innovative and creative education. The space is donated as are most of the equipment and materials.

OBJECTIVES:

The objectives are:

1. to demonstrate quality integrated education.
2. to acquaint teachers and students with technological aides to teaching.
3. to show the public what a modern classroom might look like.
4. to demonstrate innovative teaching techniques.
5. to teach retail merchandising in the atmosphere of a department store.

OPERATION:

The original intent of the School was to demonstrate the program and techniques of the World of Inquiry

School, but the facilities were inadequate for that purpose and the room was made available to all schools in the city and to suburban communities. It is used mainly by elementary schools. A teacher and her entire class can use the school for a day or two, but never more than three. This arbitrary limit insures that a large number of students and teachers will enjoy this unique experience. Assignments to the classroom are allocated to the city school district, the Catholic Diocesan Office, and the suburban schools. The school administrators for each of these groups schedule their own teachers. All of the teachers are volunteers and most of them plan well ahead with the staff to insure effective use of the classroom.

One of the many innovative aspects of the school is the use of an "adjunct faculty." This faculty is staffed by people from the community who give their valuable time to share their skills with the students. There are 27 such persons and at 10 a.m., every school day, a person who is not a professionally trained teacher takes a class. Each person teaches about once in six weeks and since he knows well in advance the precise grade level he can tailor his talk or discussion to suit the pupils. These volunteers include doctors, lawyers, tool and die makers, artists, musicians, actors, bankers, scientists, photographers, and others who can stimulate pupil interest in a variety of ways. Their services to the school are free and the public is quite amazed at the significant contribution that industry, social, and cultural agencies, are making to the education of the children.

Two other programs of the School deserve special mention. A reading improvement program is held after school and all day Saturdays. About 80 children from both public and parochial schools are enrolled in the program and they were selected because of poor performance in reading. Each child attends class for about two hours a week. A variety of approaches are used to motivate the child including use of the Visual Literacy Program developed by the Eastman Kodak Company.

The second program is a special course in retail merchandising which is given every Tuesday at 2:30 p.m. to a group of 11 seniors from three city high schools. Textbook assignments are completed before the weekly session and personnel from Sibley's teach the class and use the store's resources to explain merchandising practices and procedures.

STATISTICAL REPORT:

The Satellite School is equipped with an observation booth that can accommodate 30 visitors and approximately 20,000 people have visited the School. It has been on nationwide television (NBC) on two occasions. Forty-five teachers and 1400 pupils have used the facilities and almost all, teachers as well as pupils, expressed a desire to return. Although a majority of the visitors were from Rochester, others were from Chicago, Buffalo, Toronto, Montreal, New Orleans, Fairbanks, Albany, Syracuse, Michigan, London, Hawaii, and Washington, D.C.

STAFF:

The professional staff of the School consists of two teachers and two aides. One teacher is responsible for administrative details while the other is a "teaching machine" specialist. The aides assist the teachers and explain the program to visitors and observers. Unfortunately budget cuts resulted in the elimination of one teacher. The classroom is open at all times that the store is open, which means Tuesday and Thursday nights until 9 p.m. and all day Saturday.

PROJECTED PLANS:

The demonstration aspect of the Satellite School has been more than fulfilled. The time is now ripe to make in depth studies on learning habits and motivation of children in an atmosphere where teaching machines are available and where children are treated as individuals and are able to control, to some extent, their learning environment. To test the effectiveness of the School, 50 children will be enrolled for each semester during

1969-70, 25 in the morning and 25 in the afternoon. Classes will concentrate primarily on improving communication skills and all teaching will be done by the Satellite School staff. Technological aides will be used extensively, but the human factor in education, where there is need for a child to relate to an adult, will not be neglected. Initially, the program will be restricted to grades 4 through 6.

After 4 p.m. the classroom will be used by employees from industry, who will be encouraged to use the facilities to improve their own reading and writing skills.

CONCLUSION:

Public relations in education is a sorely neglected field. A random sampling revealed that Rochesterians are not aware of what is happening in their schools. In addition, several agencies in the community are not aware of the contribution they can make as part of a community effort in the education process. Schools are no longer isolated towers of learning with obvious objectives and a selling job is needed to convince the taxpayer that education is sensitive to the need for change. Education can take place anywhere and everywhere. Teachers and students are now demanding active roles in education and the general public is not fully aware of the tremendous changes that are taking place.

It is tragic that while millions may be spent on supersonic transports and experiments in space, the amount spent on a child's education remains ridiculously low. Increased productivity and improved quality are not only desirable goals in industry but also in education. Public receptivity to change no longer can be taken for granted. What is done, what is being done, why, what are some of the problems and what efforts are being made to meet the challenge of change must be communicated to the public. Educators have failed to convince the public that additional resources are needed, too many administrators are content to sit back and wallow in the glory of a past history.

We need managerial skills and a systems approach to our organizational structure and educational plans. We

have to take our cue from industry. We have a product to sell, a product on which no one can set a value - a human being. We need to educate the public if it is uninformed; to enlighten those who are interested, and to share responsibility with those who are willing to be partners. The Satellite School at Sibley's provides us with a device for achieving these goals.

COMMUNITY RESOURCES ADVISORY COUNCIL:

Continued research is being made to expand the supply of available resources in the city. Retired employees work at the World of Inquiry School, guest speakers, artists, and others with special skills share their knowledge with the pupils.

The children also go out on field trips and extensive tours. Perhaps the most exciting incident was the fact that an eleven-year old child who was interested in nursing was able to witness an operation in the operating room of one of Rochester's hospitals. Materials from industry have been made available and two of the largest single contributors have been Kodak and Graflex. There are 12 resource people working at the World of Inquiry School on either a full or part-time basis. The effectiveness in the classroom of professionals who are not certified teachers is no longer subject to question. What remains to be decided is the scope of their use.

The most recent undertaking of the Community Resources Council is also the most ambitious. At present the Council is attempting to obtain community support for a non-profit corporation that will seek private funds for the continuation of Project UNIQUE when federal funds are no longer available.